

UNIVERSITY OF TAMPERE

**The Impact of a Student Organization (OSIS) on
Leadership Identity Development (LID)**

School of Education

Master's thesis in education

Dian Ferdiansyah and Hijriati Meutia

August, 2017

Abstract

Leadership is an important issue in education field and it needs to be taught as early as possible to students. However, the wide context of leadership today has led us to a broader view which understands that leadership is also a part of identity and it is developed overtime. One way to develop it is by involvement in student organizations. Therefore, the purpose of this study was to understand the impact of a student organization in a leadership identity development of students who were involved in a student organization, as well as determining at what stage of LID student leaders were. This study was performed in three Sukma Bangsa Schools by gathering data from 15 student leaders who become the leaders in the student organization, called OSIS. By using a qualitative method, the researchers applied structured interviews to collect the data, using the traditional methods of constant comparative analysis to analyze the data afterwards. The main finding of the research indicated that the student organization, in this case OSIS, helped student leaders to create and improve their leadership skills. Moreover, based on LID theory, not all of the student leaders reached the final stage of LID itself. In addition, this research also presents the reflections of student leaders regarding their experience in OSIS as their student organization at school level. In the end of our thesis implication of the researches and recommendations for future research are also offered.

Keywords: *leadership skill, leadership identity development, student organization, OSIS.*

CONTENTS

1	INTRODUCTION.....	1
1.1	THE PURPOSE OF STUDY AND RESEARCH QUESTION	4
1.2	ORGANIZATION OF THESIS	4
2	STUDENT ORGANIZATION AND LEADERSHIP IDENTITY DEVELOPMENT.....	5
2.1	LEADERSHIP AND LEADERSHIP IDENTITY DEVELOPMENT (LID)	5
2.2	STUDENT ORGANIZATIONS	9
2.3	OSIS.....	10
3	METHODOLOGY.....	13
3.1	RESEARCH DESIGN.....	13
3.2	RESEARCH SAMPLE.....	14
3.3	DATA COLLECTION	14
3.4	DATA ANALYSIS	16
3.4	ETHICAL CONSIDERATIONS.....	17
4	FINDINGS	18
4.1	OVERVIEW OF OSIS IN SUKMA BANGSA SCHOOL	18
4.1.1	<i>Sukma Sangsa School, Bireuen.....</i>	<i>18</i>
4.1.2	<i>Sukma Bangsa School, Pidie.....</i>	<i>19</i>
4.1.2	<i>Sukma Bangsa School, Lhokseumawe.....</i>	<i>20</i>
4.2	STUDENT LEADERSHIP IDENTITY	22
4.2.1	<i>Stage One: Awareness</i>	<i>22</i>
4.2.2	<i>Stage Two: Exploration/Engagement</i>	<i>23</i>
4.2.3	<i>Stage three: Leadership Identified.....</i>	<i>25</i>
4.2.4	<i>Stage four: Leadership Differentiated</i>	<i>26</i>
4.2.5	<i>Stage five: Generativity.....</i>	<i>28</i>
4.2.6	<i>Stage six: Integration/Synthesis.....</i>	<i>29</i>
4.3	STUDENT LEADERS'S LEADERSHIP SKILL	31
4.3.1	<i>Responsible</i>	<i>31</i>
4.3.2	<i>Interactive.....</i>	<i>33</i>
4.3.3	<i>Persuasive.....</i>	<i>34</i>
4.3.4	<i>Creative.....</i>	<i>35</i>
4.3.5	<i>Conflict Solving.....</i>	<i>36</i>
4.3.6	<i>Decision Making.....</i>	<i>37</i>
4.4	STUDENTS' LEADERS' REFLECTIONS	38
4.4.1	<i>The Perception of Leader.....</i>	<i>38</i>
4.4.2	<i>I am a Leader.....</i>	<i>39</i>
4.4.3	<i>How Student Leaders See Themselves as Leaders</i>	<i>40</i>
5	DISCUSSION AND IMPLICATIONS.....	42
5.1	DISCUSSION	42
5.1.1	<i>Leadership identity development</i>	<i>42</i>
5.1.2	<i>Student leaders' leadership skills and reflections.....</i>	<i>45</i>
5.2	IMPLICATIONS.....	46
5.3	FUTURE RESEARCH.....	47
5.3	CONCLUSION	48
	REFERENCES	50

APPENDIX..... 53

1 Introduction

This research was conducted in order to understand the impact of a student organization on leadership skills and identity development of student leaders based on their perception of their involvement in a student organization. As we know, today developing leadership skills are becoming an important issue in schools, especially among students. Many leadership educators agree that leadership skills should be learned as early as possible (Rehm, 2014). Furthermore, considering that young people as students are the next generation who will lead various groups in this world, they need to be exposed immediately to leadership knowledge and skills.

However, teaching how to lead a group and exposing the knowledge of leadership are not the only matters that leadership educators should offer for students. They also need to have leadership as their identity. There are many researches about leadership in school published by scholars, such as the knowledge about leadership style or school programs that are able to improve students' leadership skills (Komives, Longorbeam, Mainella, Osteen, Owen & Wagner, 2009). Although it is important to teach the students about leadership skills, it is however also important to create the sense of leadership itself in students, even when they are not in leadership positions. Today, this concept is called developing leadership identity (Komives, Longorbeam, Mainella, Osteen, & Owen, 2005).

Leadership identity was a concept applied to explain how leadership can be embedded as students' identity; thus, it is does not matter whether the students are in leadership positions or not, as long as they perceive leadership as their identity, where automatically they will act like a leader, at least for themselves. This fact confirms what was already stated by Odom, Boyd, and Williams (2012), that before leading a group or community, it will be better to start practicing leadership skills from a very basic level, which is our own selves. Certainly, it will be beneficial for a community if all students believe that they are leaders who must be responsible for themselves. By having this kind of understanding surely an excellent generation will be created due to the idea that eventually, after applying the leadership skills on themselves, they will be able to apply to the group or society.

After understanding that it is important to have leadership identity as early as possible, the next question that should be answered is how student can acquire that identity? Fortunately, today educational institutions are fully aware about this condition and try to initiate many programs to help students in developing their leadership skills and identity (Wender, 2011). One of those programs is by establishing student organizations at school. In Indonesia, a student organization which appears in almost all secondary schools is called OSIS (Organisasi Siswa Intra Sekolah). Based on Indonesian education and culture Ministry Policy No. 39 in 2008, basically this organization is established in order to help the government in developing leadership characters of students at school level. This policy has even become a special part in the national curriculum and has to be implemented in schools. However, there are no standard rules in the implementation of OSIS, because the government cedes the full rights to the school to manage OSIS, and thus every school could have their own way of executing that.

As any other schools in Indonesia, Sukma Bangsa Schools, which is located in Lhoksemawe, Bireuen and Pidie, also have OSIS as its student organizations. With the same purpose, OSIS was formed in order to help students to fulfil their capabilities as a leaders as well as becoming the role model for those who are not involved as OSIS members. However, due to the autonomy given by the government to schools; OSIS at Sukma Bangsa Schools in three locations also have different dynamics from one another. One of the factors that causes this difference is the adjustment program of local government policy. For example, recently in Sukma Bangsa Lhokseumawe, the government organized a seminar about leadership to improve the capability of OSIS at school. However, the most important factor that makes the different dynamics of OSIS in different schools is the school policy itself. Most of the time, the school will initiate programs based on the needs of students who are involved in OSIS.

In the implementation of each program, the school expects that all students involved in OSIS will gain the same knowledge and understanding. In fact, the impact of inequality of leadership skills and identity are appearing among them. For example, in the first place, every student has different purposes while deciding to participate in OSIS. Generally, those who are involved in the student organization understand the exact purpose of their involvement in the student organization and what kind of achievements they want, such as mastering leadership skills, improving interpersonal skills, or advancing their communication skills (Beatty, 2014). However, in some cases, students are only chasing the opportunity to be closer to particular friends by participating in student organizations (Komives, Mainella, Owen, Longerbeam, & Osteen, 2006). Nevertheless, there are students who are involved not only for personal fulfilment as human beings, but also as people who want to spread the benefit for others, as well as to be a role model

for people around them (Komives, et al., 2006). These different purposes of involvement in organization are one of the factors that lead students to have different development of leadership identity. This concept was called as leadership identity development or today it is well-known as LID theory (Komives, et al., 2005).

This theory was found in 2000-2001 after Komives, Mainella, Owen, Longerbeam, and Osteen did the research with thirteen diverse students to explore their leadership identity as a changing from a leader centric view to leadership as collaborative work and relational process (Komives, et al., 2005). Moreover, LID model theory and its application which was published in 2006, was written to understand the development of leadership as the intersection of student growth and leadership (Komives, et al., 2006). This theory has six stages of leadership identity development that consists of awareness, exploration/engagement, leadership identified, differentiated leadership, generativity, and integration/synthesis.

After a decade has passed since its publication, there are many studies regarding LID theory (Renn&Belodeau, 2005; Sorrensen, Mckim& Velez, 2007; Komives, et al., 2009; Wender, 2011; Cory, 2011; Beatty, 2014; Mason-Innes, 2015; McKenzie, 2015), but all of the researches were done at university level, none of them was conducted at school level. In fact, while referring to the age of psychological development, especially to the psychosocial aspects, 12th grade students and freshmen are at the same stage, which is called the identity vs. role confusion stage (Erikson, 1968). Generally, in this stage teenagers will try to join various groups to define their identity and if they fail in this process, then a condition called role confusion will happen (Erikson, 1968).

Furthermore, after the students notice that they have different motives to participate in OSIS as well as through different process that is possibly make them has different stage of leadership identity development, it is also important to explore the impact of the student organization, in this case OSIS, toward their leadership development, regarding to their skills and identity as a leader. In addition, how they reflect themselves as leader also something that worth knowing, considering that OSIS is an organization, which is deliberately established by government to help students develop their leadership capability in order to make them ready when they enter society.

Based on this thought, we consider that it is important to explore how the development of student leaders' leadership identities especially related to their involvement in OSIS. We believe by performing this research, many benefits will be obtained. Firstly, we can understand the impact of OSIS on student leaders in constructing their leadership skills and identities. Secondly, this research will be useful considering LID is a new theory, which has limited research related to it, especially in Indonesia. Thirdly, by understanding how leadership identity develops stage by stage in student

leaders as well as knowing in what stage they exist, it will be easier for schools and OSIS advisors to conduct programs and activities to empower student leaders' capability as student representatives at school.

1. 1. The Purpose of Study and Research Questions

The purpose of this research was to develop an understanding about the impact of the student organization (OSIS) in leadership identity development. Specifically, this research was also aimed to explore what stage student leaders were in based on leadership identity development model (LID). Therefore, in order to gain the study objectives, two research questions were established.

1. What is the impact of the student organization (OSIS) on leadership identity development based on the student leaders' perceptions?
2. At what stage of LID do student leaders exist and how did the process occur?

1. 2. Organization of the Thesis

Chapter one provides an overview of this thesis, including the study's purpose and research questions. In chapter two, there is a review of the literature related to leadership and leadership identity development, as well as student organization and OSIS. Chapter three will focus on the methodology of this study. Chapter Four will highlight the finding of this research. Finally, chapter five will present discussion, implications as well as the recommendations for future research.

2 Student Organizations and Leadership Identity Development

2.1 Leadership and Leadership Identity Development (LID)

Leadership scholars agree that there is no exact definition for the term of leadership (Janda, 1960; Bennis, 1959 as cited in Sacks 2009). For example, in the literature different adjectives are usually used to define the term leadership, such as “democratic,” “transformational,” “participative,” “moral,” “instructional,” “strategic”, etc. (Leithwood, Louis, Anderson and Wahlstrom, 2004). In addition, Yukl (2001) confirmed that generally the scholars who studied leadership will define it in a subjective way and with a term that they are interested in. In other words, leadership is frequently defined as scholars’ personal perspectives based on their study needs. Therefore, related to the topic that will be the focus of this study, leadership will be defined as “leadership is a relational process of people working together to accomplish change or to make a difference that will benefit the common good (Komives, et al., 2006, p 402).

In spite of the fact that there are ample researches about leadership that have been done, such as various leadership styles, advancing theory and model, leadership outcomes identification, contextual application and pedagogical strategies for developing leadership (Komives, et al., 2009), still leadership is known as a topic that is poorly understood (Burn, 1978 as cited in Komives, et al., 2005) especially in answering how leadership develops over time (Komives, et al., 2005). Moreover, leadership has been described as an aspect of identity instead of a skill, behaviour, or position that someone holds (Chávez & Sanlo, 2012; Day & Harrison, 2007; Hogg, 2001; Hall, 2004; Lord & Brown, 2004; Lord & Hall, 2005; Van Knippenberg, Van Knippenberg, De Cremer, & Hogg, 2004; Van Knippenberg, De Cremer, & Hogg, 2005 as cited in Beatty, 2014), and has received less attention in understanding how it develops through one’s lifespan (Avolio & Gibbons, 1988; Brungardt, 1996; Drath, 1998; Lord & Hall, 2005; Murphy & Reichard, as cited in Komives, et al., 2009).

Furthermore, Beatty (2014, p 1) stated that “theories of leadership as an identity have allowed leadership scholars to ask questions about the process of developing a leadership identity”.

Referring to Lord and Hall (2005) and O'Conner and Day (2007), leadership identity is defined as how people create the sense about who they are as a leader, and the meaning that has been formed from their involvement in groups through diverse roles. Current studies have expanded this theory by exploring how leadership identity develops among students. This theory is known as leadership identity development (LID). The purpose of this theory is to understand the processes of someone's experience in creating leadership identity, therefore initiating and conducting an appropriate program to teach leadership will be done easily (Komives et al., 2006).

Leadership identity development (LID) is a new concept in the leadership field that found after Susan Komives, Julie Owen, Susan Longerbean, Felicia Mainella and Laura Osteen performed a grounded theory research in 2001-2002 on thirteen diverse students. The purpose of the study was to explore how leadership identity develops and change over time (Komives, et al., 2005). Each student participated in a series of three interviews with the same interviewer. The first interview used a life narrative method and asked the student to start back in elementary school and reflect on "how you have become the person you are now." This question allowed for the broadest possible story to emerge so researchers could connect various experiences to the emergence of leadership identity. The purpose of the second interview was to identify the students' experiences working with others and to explore their experiences with leadership. The third interview explored how the students' view of leadership changed over time and what influenced that changing view. Actually, this research was significantly connected to Komives, Lucas and McMahon (1998) previous study about relational leadership that contained of five elements which were inclusiveness, ethics, empowerment, purposefulness, and process orientation (Komives, et al., 2005). In addition, this study was also closely related to a post-industrial perspective of leadership that emphasizes aspects such as collaboration, moral aims, ethical action, and leaders who change followers into leaders themselves (Burns, 1978; Covey, 1992, as cited in Komives, et al., 2005).

After finishing their study in two years, Komives and her colleagues published their first study results in 2005 as a journal article. The journal article entitled *Developing a Leadership Identity: a Grounded Theory* exposed a six stages developmental process in developing leadership identity. Additionally, Komives and her colleagues affirmed that in developing this leadership identity there were five categories that were clearly related to it, which were developmental influence (e.g., adult influences, peer influences, meaningful meaning, and reflective learning), developing self (e.g., deepening self-awareness, building self-confidence, establishing interpersonal efficacy, applying new skills, and expanding motivations), Group influence (e.g., the properties of engaging in groups, learning from membership continuity, and changing perceptions of groups), changing view of self with others, and broadening view of leadership (Komives, et al.,

2005).

A year after released their grounded theory, in 2006 Komives with her same colleagues published their next journal article entitled *A Leadership Identity Development Model: Application from Grounded Theory*. This journal article explained a stage-based model of leadership identity development (Komives, et al., 2005). “The LID model expands on the leadership identity stages, integrates the categories of the grounded theory into the LID model, and develops how the categories of the theory change across stages of the model” (Komives, et al., 2006). There are six stages that appear in this process, which are awareness, exploration/ engagement, leader identified, leadership differentiated, generativity, integration/ synthesis. In this study, this theory will be used to explore whether the students leader who complete all of the stages or not. The explanation about the stages will discuss below.

The first stage is awareness. In this stage, students start to recognize that leadership is exists in this world. They are still completely dependent on the leadership of others, such as their parent or teacher (Komives et al., 2006). The perception of leadership is external for the students and they are not personally identified as a leader or even differentiate group roles (Komives et al., 2005). However, in this stage there are some students who are not really aware of leader or leadership at all (Komives et al., 2006). The second stage is exploration or engagement. In this stage students begin to give their intentional involvement, experiencing groups, and taking on responsibilities, though not generally in a leadership position (Komives et al., 2005). Typically, students participating in organization just to explore their interests and seeking for friendship, therefore in this stage they often engaged in a organizations and activities such as swim teams, church bible study groups, dance club, Boy Scouts, student council, and community service, usually for the friendships involved. They fascinate to belong to groups but their involvement is often unfocused (Komives et al., 2006).

The third stage is leader identified. Students in this stage recognize that leadership is a position, thus they believe the person in that position is the leader. Students perceive if one member of organization is not in leader position, they must be a follower and look for leader direction. The leader in this stage is believed by students as the one who has responsibility to get the job done (Komives et al., 2006). The fourth stage is leadership differentiated.

“In this stage students differentiated leadership beyond the role of the positional leader and recognized that anyone in the group could do leadership and became aware that leadership was also a process between and among people. Students entered this stage with a new awareness that people in organizations were highly interdependent and that leadership was happening all around them. If they were in a positional leadership role, there was a

commitment to engage in a way that invited participation and shared responsibility. They began to view this positional leader role as a facilitator, community builder, and shaper of the group's culture" (Komives et al., 2005).

The fifth stage is generativity. In this stage, for a bigger purpose students will have strong commitment with the groups or individual who sustained them (Komives et al., 2005). *"They were particularly interested in teaching and developing younger peers who needed their support, affirmation, and mentoring to develop their leadership capacity"*(Komives et al., 2006). The sixth stage is integration or synthesis. In this stage students understand leadership as their identity and become actively engage with that as a daily process. The confidence and integration also increase in this stage (Komives et al., 2005).

"They did not need to hold positional leader roles to know they were engaging in leadership because they could work from anyplace in the organization to accomplish its purposes. They recognized they would always have a great deal to learn from others and were open to the continual process of self-development"(Komives et al., 2005).

Since its research in 2000-2001, published theory in 2005, and published model study in 2006, there are many studies that already done related to leadership identity development. Right a year after publishing the theory about leadership identity development in 2005, the first study came from Renn and Bilodeau in 2006. This study was exploring leadership identity development among lesbian, gay, bisexual, and transgender student leaders. In this study, they identified experiences that supported participants' growth as student leaders and proved that students experienced challenges specific to leading in the LGBT context.

Several researches about this topic were recently done in last three years. In 2014, Beatty studied this topic in relation with race. Her research focus on exploring students of color's identity as student leaders and further understand what role race plays in these students' perceptions of race and leadership development. The study found that participating in student organizations was beneficial for students of color. Moreover, the study also revealed that being involved in student organizations and the community were positive leadership opportunities for student leaders of color, but students did express experiences of navigating racial micro aggressions and racism. In 2015, McKenzie performed the study about how to understand the process of leadership identity development experienced by traditional-aged female undergraduate college students. About in the same year, Sorensen, McKim, and Velez examine this topic which associated with identifying and describing changes in students' leadership identity while enrolled in an interdisciplinary leadership minor. They find that multiple leadership identity stage changes among students in the leadership

minor, and a greater sense of leadership as a result of their participation in the minor was developed in students.

2.2 Student Organization

Despite of the term student organization, there are many words that are used in mentioning student organization, such as student union, student council, student body, etc. Today, student organizations are present almost in every college campus and school. Generally, it represent a diversity of student interests such as community service, political activism, Greek organizations, multicultural initiatives, the fine arts, and many others (Wender, 2011). Normally, these organizations provide such a hidden curriculum that not only allows students to become skilled players in organizational areas, but also offers benefits to their communities. This hidden curriculum increases overall satisfaction with the college experience and provides a means for students to enhance their organizational and general life skills (Astin& Sax, 1998).

However, there is very little literature showing the importance of student organization (Wander, 2011). In fact there are many benefits that will be occurs by involving in student organization. Study by Dugan and Komives (2007) state that students who charged in leadership position at university, such as an officer for a club or organization or the captain of an athletic team, developed their leadership skill. They claim that student that join in campus club and organization achieve significantly higher scores in all of the Social Change Model (SCM) Values, which include self-consciousness, congruence commitment, common purpose, collaboration, controversy with civility, citizenship and change. Another benefit of student organization are described by Astin (1984 as cited by Baughman and Bruce, 2011) involvement and participation in extracurricular activities as well as interaction with faculty and other institutional personnel, such as, student organization lead students to be satisfied with the collage, able to build friendship with other student, and encourages frequent interaction with peers.

Besides of all benefits that demonstrated above, some of the study proofs that involving in organization related to identity formation of its member. Study by Dugan and Komives (2007) found that college students have to contribute in leadership position and presence leadership program to adjunct in the development process and to promote identity development. Furthermore, study by Baughman and Bruce (2011) finds that student leaders were able to construct their identity after giving their contribution as leader in their student organization. In conclude, this study also emphasize that there is strong evidence that students develop their leadership skill and identity by participating in leadership roles at the college level.

2.3 OSIS

In the Indonesian context, there is an organization that exists in all secondary schools, which is called OSIS (*Organisasi Siswa Intra Sekolah*). OSIS is formal organization that became part of government policy since 1992. OSIS has significant role in helping student learn about organization at school level. All of OSIS activities were initiated in order to help students in forming their idea, talent, creativity as well as helping them to avoid negative behaviours which come from outside of the school environment. As stated in written Education and Culture Ministry policy No. 39 year 2008, OSIS is also aims to helps student learn about responsibility, communication skill, decision-making and interpersonal skill. In addition, OSIS is also intended to create a sense of unity among the students and the sense of nationalism toward the Indonesian nation. Several years after Indonesian Independence, the government decided to establish OSIS at school in order to avoid wild organization that is possibly raised among students. That time was well known as *orde baru* period (a period in which Indonesia was under the reign of Soeharto that led Indonesia for 32 years). In this period, although the government was purposed to help student in constructing their leadership capability, the political agenda could not be separated from the decision of establishing OSIS. There was an anxiety of government that students could initiate an illegal organization which could treat the government system afterward; thus the government decided to keep forming the organization for students, but only under their control. Hence, there is no wonder that until today, the OSIS dynamic is very close with Indonesian government system, for example how the OSIS members are selected.

Furthermore, the way how OSIS members, especially top leaders and their vice are elected in common is similar to the way how the Indonesian president is elected. The students can freely propose themselves to be a leader candidate, and to be voted afterward. As the president election, the process also includes the campaign stage, which usually called as debate stage. After top leaders and their vice is elected, just like the way how Indonesian president elects their ministers, OSIS top leaders and their vice will also chose their member in the same way with OSIS advisor approval. By this fact, it is why sometimes OSIS is understood as the place where students are studying politics. However, politics are not only matters that students learn in OSIS, by modelling the election of Indonesian president, the students are aims to learn about democracy. Therefore, when the time they involve in society, they will be ready to be a good leader.

Related to the implementation, the policy and management of OSIS is adjusted based on the school needs. Therefore, we can find the difference between OSIS dynamic in every school. The basic requirements that should be fitted in OSIS are OSIS advisor who help students, and

student representative as OSIS member. All of OSIS member will be putted in different unit. Based on government policy, there are several aspects that should be considered when school decide to establish OSIS unit, which are religiosity, aptitude, nationalism, academic achievement, democracy and politic education, creativity and entrepreneurship, literature and culture, information and technology, and English skill. However, the schools do not need to include all of these aspects in OSIS units; they can adjust it based on their need. OSIS has two kinds of programs and activities, which are divided into incidental and routines. These programs also adjusted based on school needs. Incidental activities and programs include seminars, competitions, debates, and sending delegation to other schools for a particular event. Routine activities and programs include independent day celebration, religious activity and leadership training.

Actually there are many studies that were already done related to OSIS. One of the studies was performed in 2009 by Lutfiasari. In this study researcher proved that OSIS activities significantly increase the level of students' discipline. This study showed that by actively involved in OSIS, students' creativity, curiosity, and critical thinking will be formed (Lutfiasari, 2009). In 2011, another study about OSIS entitled *Developing Leadership Talent through OSIS Activities at Depok Senior High School* was also done. This study aimed to explore how OSIS activities can develop students' leadership talent. The result showed that students' activity in OSIS can develop students' leadership talent. In addition, the finding also proved that being trusted in OSIS was helped students to be more creative and active in giving their opinion as well as become role model for other students. Students' responsibility, discipline, and communication skill were also created through OSIS activity (Irawan, 2011).

In the same year, the study about how OSIS influence sense of leadership of students was done by Umar (2011). This study focus on how OSIS determines the attitude of the leadership in implementation of coaching students through the activities of the OSIS in junior high school. The result of this study showed that the implementation of fostering leadership attitudes in students through junior high OSIS activities Bakti Mulya 400 Jakarta has been effective and running quite well. Furthermore, the researcher also found that the students who join OSIS were disciplined and responsible, as well as they are able to organize and an execute event to run properly (Umar, 2014). The same study that investigated whether OSIS can help student improving their leadership attitude or not was also done by Apriani in 2014. Dissimilar to Umar, in this study researcher chose action research as method by using socio-drama technique and afterward collected the data through questionnaire and observation sheet. The finding showed that socio-drama technique can improve leadership attitude of students.

Another study about OSIS was also done by Anggara (2015) to prove that OSIS can help

student, especially, those who involve in OSIS, in improving their interpersonal communication. Study that involving 22 students as respondents, determining three objectives that researcher accomplished through the study, which were knew how OSIS activities were organizing, how interpersonal communication was developed and the influence of OSIS activity toward interpersonal communication of OSIS member. After completing the research by performing non-experimental quantitative methodology, it was found that OSIS activities positively improving students' interpersonal communication skill.

To be summarized, this chapter consisted of f two main parts of literature review, leadership and leadership identity development as well as student organization and OSIS in particular. This study was emphasized leadership identity development (LID) theory as the new and broader concept of leadership. Furthermore, this theory needs to be explored more due to the lack of research that had been done in this context, especially in school level. There are six stages of identity development that become the main focus of this theory, which are awareness, exploration/ engagement, leader identified, leadership differentiated, generativity, integration/ synthesis. Afterward, all of this stage was became the category for data collection in identifying and understanding in what stage of their leadership identity development student leaders were. As the second part of the literature review, the explanation of student organization and OSIS was presented. Specifically, this part was describing student organizations as the common phenomena that exist in the whole world, and OSIS as the organization that exist at secondary school in Indonesia. As the part of government policy, there are six points that become goal of the Indonesian government in order to help student build their leadership skills. Those six skills are responsible, creative, problem solving, persuasive, interactive, decision making.

3. Methodology

This research aims to understand how student leaders at Sukma Bangsa Schools of Aceh perceived the impact of student organization, in this case OSIS, toward their leadership skill. Specifically, this research was also exploring what stage of leadership identity development model (LID) student leaders were in and how they through every stage of that development. The remainder of this chapter includes: the description of the study; the research design; research sample; data collection method; data analysis procedures; and ethical consideration

3.1 Research Design

We conducted this research in order to gain more knowledge about a field we were interested in, which is students' leadership. As teachers, both of us realized that knowledge about leadership must be taught as early as possible. Considering our school context, we decided OSIS as our research subject afterward. It needed a while for us to find what kind of problem was common in OSIS. After we finished our observation we decided to focus on exploring how OSIS impacts the leadership skill and identity development of student leaders based on their perspective as OSIS members. We were also curious to know how student leaders reflected on themselves after their involvement in OSIS.

After deciding what we want to study, the next step was choosing what type of research will fit our need. Actually, we had two possible options with which we could choose to perform this research, whether we did this using quantitative research methodology or qualitative research methodology. At that time both methods fit with our research problem. Considering that what we wanted to obtain was deeper understanding about how and why the phenomena above was happening, we decided to use qualitative research methodology with phenomenological approach. This approach was chosen because we wanted to explore the nature of the practice of leadership and understand the experiences of student leaders within OSIS and how it develops their leadership identity and skills.

After deciding that this study would be done by using qualitative methodology, the next step we took was improving our knowledge about this type of methodology. Actually, both of us were

more familiar with quantitative methodology, however since we decide to perform this study through qualitative methodology we needed to read many materials as well as to discuss with others about this methodology, such as how the participant should chosen, how the data should be analyzed or how we should collect the data. The step that we did next was determining our research sample, deciding on the data collection method, choosing the proper method to analyze the data and the most important part that we considered all the time during our research was research ethics. All of these steps will be discussed below.

3.2 Research Sample

Purposive sampling was used to find participants for this study. All of participants were students from Sukma Bangsa School of Lhokseumawe, Bireuen and Pidie who were involved in the student organization in leadership position. Furthermore, in this research we called our participants student leaders, and afterward each of them was coded as “Student leader B” for Bireuen region, “Student leader P” for Pidie region and “Student leader L” for Lhokseumawe region. We chose 15 student leaders to help us collect the data. The research consisted of eight female and eight male participants. 11 of the participants were recruited through advisor recommendations based on our specified criteria, and five of them were personally know to us, but still we selected them based on the criteria that we had specified. There no specific reasons for choosing 15 student leaders as our participants. Except of the criteria, the point we considered was that all student leaders were various in relation to their major: social science (IPS student leaders) and natural science (IPA student leaders), their gender, and their experience in OSIS. In addition, after collecting the data we found the dominant similar answers from the student leaders that made our data was saturated afterwards. Therefore we believe that we reached data saturation in this research; and thus, we finished the data collection process.

3. 3 Data Collection

We used the interview method to collect the data concerning student leaders’ opinion, beliefs, and feelings about situations, in their own words. To be specific, structured interviews were used in this study. In the structured interviews each of the student leaders was asked the same set of questions, but with some latitude in the sequence (Ary, Jacobs, Sorensen, 2010). The research conducted the direct interview with all of the student leaders. There were 33 questions offered to all student leaders, which was divided into two main categories, which were student leaders’ leadership skills

(responsible, interactive, persuasive, creative, conflict solving, and decision making) and leadership identity development (LID) theory, which consists of six stages (awareness, engagement/exploration, leader identified, leader differentiated, generativity and synthesis/integration).

Many changes occurred while using the interview instrument. Particularly, we did revision three times to obtain the final version of the instrument that was appropriate to be used for interviews. The first instrument we made was piloting on one of the participants in the Master program. From this first piloting we acquired many suggestions that helped us improve our instrument afterwards. Right after the revision was done, we continued our instrument construction by doing the second piloting with one of the teachers in Sukma Bangsa School of Bireuen. There were not many changes that resulted from this second piloting; we just needed to change the order of our questions and put more focus on the process of interviewing that suggested being more relaxed. After that, when we finished with the second revision, we did the last piloting with one of the student leaders to assure that our questions were understandable for students in different ages. About 50 minutes were used to conduct the interview with that student leader, and we found that the question was understandable for him by noting that he did not ask us to repeat the question, as well as that he answered all of the questions with the valid answers. We did the instrument piloting during 20th to 23rd of August.

Almost two weeks after the last piloting, we started to collect the data. The interview was divided into three schedules, which needed three weeks to complete the student leaders' entire interview by spending about an hour for each interview. The first interview was conducted in the middle of September during 2nd to 5th. At that moment, the student leaders that we interviewed came from Bireuen region. However, that did not happen in the full week, for Bireuen region, we interviewed two student leaders for the first schedule and continued the rest after the entire student leaders from Lhokseumawe and Pidie region were completed. After finishing the first interview schedule, the next schedule was conducted during 9th to 28th of September. We continued with Pidie's student leaders in that time. Ten days later, the last interview schedule was performed in Lhokseumawe on 7th and 8th of October. All of the student leaders agreed to do the interview at school. Furthermore, the interview was begun by offering student leaders the written informed consent, as well as giving a brief explanation about the research, as some cases the student leaders were asked for the further information which was not included in the informed consent.

After they agreed to participate and signed the paper, the interview section was started. The second method we used to collect the data was document analysis. This refers to a wide range of written, physical and visual materials, such as autobiographies, diaries, journals, novels, and letters;

and official materials, such as files, report, memoranda (Ary, Jacobs, Sorensen, 2010). The type of document analysis we used was journal (reflective essay) from each student leader. In their reflective essays, student leaders were asked to write an essay about their leadership experiences during their involvement in OSIS two-four pages. There were no specific instruction in their writings; they could write whatever they want to write. Therefore, they would not be hesitated to express their true feeling during their participation in OSIS. This reflective journal also proposed to confirm the all information we obtained from the interview method. For the deadline, all of student leaders who received the form of reflective journal right after interview section was done, were given a week to complete their reflective journal. Additionally, in the case to triangulate the data, aside from reflective journal, during October we also interviewed OSIS advisors to confirm the data we got from all of student leaders.

3. 4 Data Analysis

We chose traditional methods of constant comparative analysis that described by Glaser and Strauss (1967) to analyze the data. The general step of this method is unitization of data, categorization of units, merging categories, and journaling. Specifically, after we gained the data in recording form, we transcribe it in order to simplify the process of coding and categorization. After transcribing step was done, we continued to code that data based on the categories we decided before, which were leaders' leadership skills (responsible, interactive, persuasive, creative, conflict solving, and decision making) and leadership identity development (LID) model, which consist of six stages (awareness, engagement/exploration, leader identified, leader differentiated, generativity and synthesis/integration). It was quite easy for us due to we performed the structured interview. In time we completed the coding step, the next we maintained the categorization and look into the common categories that was appeared. In the last step we started to write our finding as well as analyze it by using the theory and previous researches.

TABLE 1. Categories

Categories	
Leaders' leadership skills	Leadership identity development (LID)
Responsible	Awareness
Interactive	Engagement/exploration,
Persuasive	Leader identified
Creative	Leader differentiated
Conflict solving	Generativity
Decision making	Integration/synthesis

3.5 Ethical Considerations

There were several ethical issues we had to considered while performing this research. Besides following all of the steps that were required in a research, as researcher we needed to maintain the integrity in finishing this research. This integrity included voiding plagiarism and trustworthiness. Avoiding plagiarism meant we should respect all intellectual property that we used in this research by mentioning them in a correct way. Gaining trustworthiness meant all the information that provided in this research should be accountable. In addition, as teachers who performed the research among our own students, the power that we had could not be abused by us, such as forcing them to participate in this research or disagreeing with their individual privacy. Finally, after doing the research, the ethical issues, such as telling the truth and report procedures accurately and publicly were issues that were considered by the researchers (Cohen et al., 2007).

4 Findings

This study was done in order to explore the impact of a student organization, in this case OSIS, on the leadership identity development of student leaders. There were two research questions were addressed in order to achieve this purpose. The first was what is the impact of the student organization (OSIS) on leadership identity development based on the student leaders' perceptions? And the second was what stage of LID do student leaders exist and how does the process occur? Furthermore, this chapter presents an overview of OSIS Sukma Bangsa Schools of Aceh, as well as the subtopic of the chapter, which were the leadership identity development (LID) model category, student leaders' leadership skills and student leaders' reflections. The detailed findings of these sections will be presented below.

4.1 Overview: OSIS in Sukma Bangsa Schools

Sukma Bangsa Schools is private school, which is located in three regions of Aceh, which are Bireuen, Pidie and Lhoksemawe. Each school has three levels of education, which are elementary, junior and senior high school. At each of these levels, every Sukma Bangsa school has its own program in order to improve students' non-academic capability, and one of them is forming a student organization called OSIS. Based on interview results with all of the student leaders and OSIS advisors, we found that all of three schools of Sukma Bangsa ran OSIS differently and had their own dynamics. The differences came from many aspects, such as the way of student leaders and advisors is elected as well as the requirements, and the numbers and types of each unit in OSIS. The OSIS dynamic of each school will be described below.

4.1.1 Sukma Bangsa School of Bireuen

Sukma Bangsa Bireuen is located between Sukma Bangsa School of Pidie and Lhokseumawe. In this school OSIS existed separately in junior high and senior high school with different advisors. Usually, the advisor held vice principle position as well. As an organization that exist in different level, OSIS in junior and senior high independently work in finishing some activities. For example the Sukma Award that was organized in July was fully handled by the OSIS member of junior high school level. Actually this new policy, which was applied in 2016, considered that the junior high

school students were less independent in managing an event. Thus, by this thought, the management of the school considered this would not happen if OSIS members organizing the event separately from senior high school students, thus they will be more autonomous and creative in executing the idea they have.

For the election of OSIS members, Bireuen started by selecting the top leader of OSIS. Students who want to be top leader can register by completing a registration form and giving two of their photographs to OSIS advisors. Usually, in this step the top leader candidates will submit it together with the vice top leader that she/he will work with later after they were chosen. After getting the registrant's name, then the advisor and some members of the previous OSIS select the candidate to finally obtain some specific candidates that will be elected by the entire students the relevant level, junior or senior high school. Before the voting is held, the candidates should be interviewed and a debate will be performed by candidates. In the debate session, usually the vision and mission of candidates will be presented as well as some programs they would conduct if they were elected. When the debate is conducted all students attend each level of OSIS. They will also be attended by panelists who usually consist of several members of the previous OSIS. The panelists will ask a few questions. After the panellists have finished asking their question, all the students in the audience who are at same relevant level are also allowed to ask questions of the candidates. The last step is voting by students and teachers at each level of senior or junior high school.

After the top and vice leader of OSIS have been elected, the registration is opened for all members of OSIS. In this step, students who want join to OSIS have the same requirements as the top leader had. All of the participants who register are collected, and advisors and some members of the previous of OSIS will hold interviews to select the members of OSIS. Once the selection process is completed, then the next step to determinate in which unit they will be placed. The decision will be depend on their request and the the consideration of specific ability the have so far in school. There are five fields in Bireuen, which public relations, fine art, education, religion, and sports. Each field is headed by a coordinator and consists of seven to eight members. After all the election activities are held, then formally, the previous management of OSIS will end and the new management will begin.

4.1.2 Sukma Bangsa School in Pidie

Compared to two other schools, Bireuen and Lhokseumawe, Sukma Bangsa School of Pidie is different, because this school is a boarding school and some of students are the owners of

scholarships from Sukma Foundation. Most of the students who study there basically are living in the school for 24 hours and they are only going back to their parent houses during the holidays. This boarding system influences many aspects in school, including OSIS. OSIS student representatives have a double role to hold, in school hours they must play the role of OSIS member at school, and right after school they must play the role as the OSIS member in the dormitory.

In Sukma Bangsa School of Pidie, OSIS is merged in one group including junior high and senior high school level. Each levels has its own advisors, which is vice principals who handle all students matter. Even though students in elementary school level do not include as OSIS member, in order to cover all of Sukma Bangsa School of Pidie students, especially when the school manage an event, the school keep choosing one advisor to handle elementary student level. These three advisors usually work together to manage some events or OSIS programs. To simplify their role, they choose one of them to be a coordinator who has responsible to organize their job description. For this period, they agreed to choose high school senior advisor as coordinator. Usually the coordinator will be directly interact with all students if they need something relate to OSIS activity. There are seven units that provide in OSIS management, which are sanitation, language, religiosity, fine art, security, sport and public relation. This entire unit is headed by a coordinator that consisted of 7 to 8 members. As mention before, in Pidie junior and high school has the same OSIS, hence each unit will also consist of both of this level of education, even though the majority will be senior high students, whether in member amount or task responsibility. For the top leader and members election, the process was has exactly the same way as Sukma Bangsa Bireuen does, with start by the election of top and vice leader and continued by selecting the members. Sukma Bangsa school of Pidie also require the students who want join OSIS to write their vision and mission, to afterward for top and vice leader will have debate session and interview, while for all member they will be just interviewed by OSIS advisor and some previous OSIS members.

4.1.3 Sukma Bangsa School of Lhokseumawe

As stated before, each Sukma Bangsa School has its own way of running OSIS, which makes it organize differently afterwards. This condition also happens in Sukma Bangsa School of Lhokseumawe. In this school, all levels of students, elementary and secondary school are included as OSIS members in one group. Moreover, only one advisor is assigned to manage all of the student OSIS activities, whether those are incidental or routine programs. There is no particular requirement to be an OSIS advisor. Usually this decision is based on mutual agreement that comes from all teachers as well as the school management. In 2017, they chose the school librarian as

OSIS advisor.

For the election of top leader, vice leader and OSIS member, usually all of students and teacher will vote for that. However, there is no obligation for teachers to vote in the election, and they can choose whether they want to vote or not. The students who want to be a top leader are usually those who do not have any bad record in school and they should come from senior high school level. Once they decide to enroll as top leader candidate, they are required to write an essay, which contains their vision and mission. After receiving all candidates' essays, the next step is selecting them again. This step will be completed by the OSIS advisor, the previous OSIS member, and the student who is includes in DPS (*Dewan Perwakilan Siswa*), which usually consists of class representatives who act as OSIS advisors in student level. After deciding how many candidates will be elected in the elections, the next step is the candidate debate. In this step, the candidate will present their visions and missions, as well as the programs that they would perform after election. Several days after the debate is held, voting steps will be conducted. As a result, the candidates with the most votes will automatically become OSIS top leader, while the vice will be the candidate with the second most votes.

Based on this policy, while doing the interview we asked the elected top leader whether he agreed or not with that policy and whether it is difficult to work with someone you did not choose. He answered that the situation was a challenge.

"Somehow it will be a kind of challenge for me. Moreover, I think my partner was well-prepared than I when the election was held. So, all that he had and mine could be combined and raise what the OSIS is like today." (Student Leader L4)

Finally, after the top leader of OSIS was elected, the next step was choosing OSIS members and placing them in the unit where they fitted. There were eight units, which were established to improve the OSIS performance, including the student press, educational, social, sports, environment, religiosity, human relation and art. Each field was headed by a coordinator and several members. Usually they were elected by the current elected top leader and approved by the advisor. These members were determined by passing the interview test.

TABLE 2. Student leaders' background

Student Leaders' code	Gender	Leadership Position
Student Leader B1	Male	Top Leader
Student Leader B2	Male	Vice Top Leader
Student Leader B3	Female	Fine Art Coordinator Unit
Student Leader B4	Male	Treasurer
Student Leader B5	Male	Vice Top Leader
Student Leader L1	Female	Educational Coordinator Unit
Student Leader L2	Female	Secretary
Student Leader L3	Female	Press Coordinator Unit
Student Leader L4	Male	Vice Top Leader
Student Leader L5	Male	Top Leader
Student Leader P1	Male	Sanitaria Coordinator Unit
Student Leader P2	Female	Language Coordinator Unit
Student Leader P3	Male	Top Leader
Student Leader P4	Female	Public-Relational Coordinator Unit
Student Leader P5	Female	Secretary

4.2 Student Leadership Identity Development (LID)

As previously stated, the aims of this study were to explore the perception of students related to the impact of OSIS toward their leadership skill and identity development. The development of leadership skills and identity in senior high school students who were involved in OSIS was highly various. Instead their identity were developed in different level, however the findings of this research showed that OSIS members who held leader positions, called student leaders, in this research had better leadership skills because they were trusted to have responsibility as OSIS

members (student leader 3). Moreover, in three research locations, which were Lhokseumawe, Bireuen, and Pidie, all the student leaders showed that they had observable leadership skills. Related to the motivation and objective of their involvement in OSIS, they were also different to one another. Some of them chose to participate in OSIS because of internal factors, such as improving leadership capacity (student leader L2, student leader B2), or external factors such as their parents' or uncles' encouragement (student leader L5, student leader B1). These internal and external factors afterward become the factors that developed his leadership identity of the student leaders.

In the following section, we will offer the process of identity developments of student leaders. Our exploration will be based on the model of leadership identity development (LID) that was promoted by Komives, et al. (2006). There are six stages that student leaders go through in developing their leadership identity, which are awareness, engagement/exploration, leader identified, leader differentiated, generativity and synthesis/integration. A detailed explanation will be presented below.

4.2.1 Stage One: Awareness

Student leaders were highly aware of the leadership that happened around them. It was indicated from their opinion about leader in various levels, such as home and family, extracurricular club, formal organization, school, and country.

I think my father is the best leader in the world, because he is the person who teach me most about leadership and who help me become who I am today (student leader B4).

Similarly, student leader L4 also perceived that the closer leader around him as the leader that inspire him.

His name is Akil. He is the third top leader of this school. In his period, the system of OSIS was different; he could change the old system of OSIS that I assumed as ineffective system. In somehow he inspired me to become one of student leader.

In larger context of leadership some students were aware that leadership could be broader than that. They believed that the more observable leadership was happening in more complex level such as province or country.

I like west java mayor, RidwanKamil. He is kind of leader who know the best way how to approach youth. It could be seen by all of his captions in his social account

that nice and easy to understand, but remains meaningful (student leader B3).

Likewise, student leader B5 also identified that leadership was happening in a wider context, which was country.

I could say Erdogan as my favorite leader. I appreciated how he accepted the Muslim of Myanmar, while many countries reject it. The way how firm he is in leading his country combining with his soft-hearted is the best leadership system that I should follow.

In addition, the high awareness of leadership existence was also found in a student leader who was not only noticing the direct leader or leader who is still alive in this world, but also them who already passed away, but still influencing this world.

Muhammad Al-Fatih was very inspired me. In his 21 years old, he conquered the Constantinople, which previously could not be defeated by his father even his grandfather. In his young age he could figure how he sprout many benefit for people around him as well as become a role model and the leader that proper to be followed (student leader L2).

To be conclude, in this stage, , student leaders realized that leaders existed around them, whether they were near or far to them, in addition they really know who was the leader based on what they have described.

4.2.2 Stage two: Exploration/Engagement

The exploration/engagement stage was clearly noticed among the student leaders as we can see that all of them were already involve as OSIS member. However, the exploration of this stage was more than that. Although all of them were interesting to be part of leadership as well as already include in OSIS by holding positional leader, the developmental of this stage was different to one another. One of the indicators that influence these differences was by exploring their motivation to become OSIS member and student leader. Indeed, most of student leaders admitted that their involvement In OSIS was to improve their capability as leader, such as communication and interpersonal relationship skill.

Before participating in OSIS, I have problem with my confidence and public speaking. I was nervous to talk in front of many people. Since I join in OSIS, I have to talk in front of all OSIS members, at least to give my opinion, eventually I get used of it (student leader B5).

However, different reason was given by other student leaders who participated in OSIS, he join

OSIS in order to give more contribution for the school.

I choose to involve in OSIS because I realize I can give much contribution for my school through academic achievement. So, I participated in OSIS. I just did not want to be student who directly went back to home right after school hours were over (student leader B3).

In more substantial reason, there was also student leader who joined OSIS due to expect the changing will happen in his life.

It was kind of life changing mission. I can say that junior high is the worse period of my life, and I want to change that in senior high school by participating in OSIS. My parent always motivated and encouraging me to do this. Eventually my mind was changed and here I am, become better person (student leader L5).

Additionally, motivation was not the only factor that contributed as exploration/engagement development stage. How active and exited the student leader in involving in many organizations except OSIS was, also became the indicator that created the developmental difference among student leaders. The involvement in many organizations was also showed in how the student leader desired to be part of leadership as well as strengthen her identity as a leader.

Now I am also trusted to be leader in theater club as well as the member of h is a formal group that made by government for youth who become an agent of drug eradication (student leader B4).

Similarly, OSIS was not the only organization for student leader L2. She confessed that during weekend she actively involved in external organization.

I do not want to waste my time. Since I enter senior high school, I join kind of the organization of women and children protection, as secretary. So, OSIS is not only organization that I learned about leadership (student leader L2).

The duration of their involvement in OSIS also appears as another factor that was influenced their exploration/engagement development. As previously mention that OSIS in Indonesia was began since junior high school level, hence some of student leaders started to join OSIS longer before others do, which was from junior high school level. Interestingly, both of top leader in two location researches confessed that they were also in top leader position when they were participated in OSIS of their junior high school (student leader B1 and L4). Both of them also confessed that they were having different experiences during their junior high and their senior high period as student leader.

In junior high school, there were teacher who dominantly organizing OSIS activities or event compare to us as OSIS member. We were only participated with

limited portion of work. However, during senior high, we are more autonomous. Most of events were created by us start with the concept up to the event execution (student leader L4).

Although student leaders experience different indicator of exploration/ engagement development, they share some point in common. One of those points was all of student leaders were engage to OSIS and realize that they need to explore themselves as leader in order to gained more knowledge and skill of leadership.

I am still in process now. I realize that I need more time to learn how to be good a leader and I know this is the right time to start (student leader L2).

Another common point among them in this stage was related to the ability of mentioning the clear statement about their weakness and strength.

I am kind of initiative, responsible, honest student. However, what I think as my weakness is as a top leader, I cannot be an equitable leader for all of my members. When I trust one or two particular members, it will be them who often I will ask for help. I do not think that as a good idea in leadership, but sometime I need to do that to get the work done (student leader B1).

Basically in stage two explorations / engagement; students who join in OSIS just base their interest and seeking friendship. In OSIS on student leader we can found a lot of factor not only their interest but more than that. Such as to be a good communicator, to give contribution for the school, to make changing in their life, to develop their leadership capacity, looking for more experiences in another organization and to know more about themselves.

4.2.3 Stage three: Leader Identified

This stage was obviously identified on student leaders by noting that they understand a leader should be the one who have responsibility to assure that the task of OSIS was done. Student leader L1 noted,

Leader is someone who have full responsible in managing the task that given to him as well as make sure that the task will be done on the time.

Correspondingly, student leader P3 commented,

Leader must be someone who is responsible for something that he/she chose.

In this stage student leaders also completely understand the description of the job that they had and try their best in accomplishing it. Student leader P1 stated,

As a leader of sanitation unit, the main duty that I hold is to assure that the school keep clean by affirm the role that should be obeyed by every people in the school especially students. That is my responsibility.

The awareness that they are leader and afterward were trusted to handle all of the jobs of organization was also noted in this stage. Student leader B4 opined,

I believe I am a leader. Thank to God, until today there are many people around me who trust me to hold leader position. Not only formal organization as OSIS, while doing assignment in the classroom I was also assigned as leader.

In this leadership identified stage, as a part to make the task of organization done, student leaders also realize that they cannot only use the same approach for all of their members. They need to diverse the way the approaching each person of their member. Student leader L1 said,

In my unit I only have one boy member. I can feel that he is not really belong to this unit, maybe the top leader ask him, and he has no choice unless join this unit when the first time he join OSIS. He is very quite every time we have meeting or discussion. So, for several times I talk to him personally and ask him for his idea about our unit, and he has a lot. In the end, it works and he mingle with the unit.

In stage three they know leader as a position and have responsibility, must be trusted, know well the members. It can be proved by what have done with their task and they can describe clearly.

4.2.4 Stage Four: Leadership Differentiated

Student leaders completed this stage by showing that they understand OSIS was not only organization owned by some people who held exactly leader position, which was them, but it was also owned by all group members.

I cannot work alone of course, the affectivity of this group depend on all of its members. I need my vice and all of OSIS member (student leader L4).

In this stage student leader realized that it is important to get a task or work done, but it is more important to make their member feel togetherness as well as let their member know that the leader will always available to help them. Student leader P5 stated,

If in case my unit member have something to say, but they hesitate or do not know how to say it, I have to encourage them or help them to speak and delivered it to

others.

Aware of their member condition and noticing what they need as well as spent some time to listen to their member also part of this stage development. Student leader P2 confessed,

I need to observe my member to know what they need. Spending some time with them and listen to them is something that I do as well. Just in case they need advice, I can give it to them.

The most noticeable part of this leader differentiated developmental stage was student leader aware that they cannot work alone without involving their member, especially when they need to make decision. Student leader P3 stated, before I make the decision, it is important to me to ask all of my members' agreement to afterward asking for our supervisor approval. In this stage student leader also realized that OSIS was not only one direction group process. It was meant that there were not only them who encourage their member all the time, but they also need to be encouraged by their member. Student leader L1 said,

This organization is just like family. We are together in every kind of situation, whether it bad or good. When I have difficult time I need my member to support me. That is how it works.

Student leader P3 added,

We are brother and sister here; we look at each other back. We keep reminding each other when we were wrong. I am not a perfect leader, so I always ask my member to correct me if I am wrong.

In stage fourth student rely leader not only as a position and know anyone in the group can be leader and also rely leadership is a process among people, despite of that they can work together, know each other and know well togetherness is important to done work.

4.2.5 Stage five: Generativity

In this stage, as student leader, they were not in caring about their own leadership skill, but also how to empower others. Moreover, they start to initiate how to make the organization keep running, even though they are not as part of that organization anymore. Student leader L2 opined,

I need to mentor my junior as well as I can because the future of this organization is totally in their hand now.

This developmental stage was also noticed in student leaders by their confession that they want to be beneficial to others, even though what they did may be just a small thing.

Basically that is my reason when the first time I join OSIS, I want to spread benefit for others, even it just simple thing (student leader L1).

The caring that student leaders have in relation to OSIS future, even makes them over-worried considering that their juniors could not make things better in the future. Student leader L4 said,

I am kind of over-worried leader. Now, in the end of my duty, I worry very much about how this organization will succeed in the future. I am afraid, what if it will be chaos. That is kind of thinking often across my mind. Therefore, I do my best to mentor my juniors now; hence they will be able to handle this organization.

Furthermore, for the OSIS continuance in the future, student leaders already consider the suitable candidate for the next top leader of OSIS. Student leader B1 said,

Hopefully, he is the one who will be the next top leader of OSIS. I know him very well and I have been working with him quite long time, so he will be the appropriate one.

In stage five they have a strong commitment for the group or individual. They think to develop new members or younger members' leadership capacity. Through this way they can create a new generation and keep the organization running well for the future.

However, to be noticed that this current stage was not developed well in all student leaders themselves. This was only consistently found in 6 student leaders (student leaders L2, L4, L5, P1, P2, B1, and B5), while for the others, what we found was some indicators that were not present all the time.

4.2.6 Stage Six: Integration/Synthesis

In this last stage, the integration of all stages before was happened. Refer to OSIS student leaders; in this stage they showed that OSIS is not only a place to apply their leadership skill. Moreover, even they were not in a leader position, but their identity as OSIS members was embedded on them. One of the places they applied their identity as leaders that should be beneficial for others; as stated in stage five, was during their homework working time. Student leader P2 told us

I have a friend who perceives herself as my student. She was not that good in

math, I know she tried but it is just difficult for her. I think that maybe she needed to be taught by someone in her age, so she will be easier to understand. You know, we did it every night. We spent hours to learn the same material that our math teacher gave in that day. In the end, we did it. After one semester we studied together, for the first time she was not remedial in math subject. Both of us were very happy.

Other places where student leaders show their identity as leader were at home. After join OSIS student leaders perceive that they were more able to be role model for others, such as their sibling.

When I was at home, I felt like I could guide my sister to do the right thing. For example, I was kind of humorous brothers who like to play around with my sister, but once she did a mistake I would be very serious in giving her advice. However, it was different Compared to what I did before I participated in student council. I would just did not care if my sister did a mistake. I used to think that there were my mother and my father who will took care of that. But, I 17 years old now, and I think it is time to be a role model for my sister (student leader B5).

The most common aspect that student leaders have in this stage was that they realized that embedding leader as identity was about the life-span learning process. Hence they were learning about leadership by discussing with many figures, such as their parent, teacher, schools' director. Student leader also explained that they will keep leaning about leadership skill by involving in college organization. Student leader L5 said,

Absolutely I will join students' organization when I am in college. For now I am holding the vice of top leader as my position, in college I desire to be a top leader of the organization I involve. In addition, to improve their leadership capacity, student leaders were also forcing themselves to become more autonomous learner by browsing and searching about their reference leader.

Student leader B2 expressed

Since I like the governor of Jakarta as a leader, I often watch the video to update the news about him.

In stage sixth they rely leadership as their identity and engage with their daily lives. They can give impact as a leader to others.

However, to be noticed that this current stage was not develop well in all student leader selves. This was only consistently found in 6 student leaders (student leaders L2, L4, P1, P2, B1, and B5), while for the others, what we found was some indicators that was not happened all the time.

TABLE. 3 LID Stage

Participant	Stage one Awareness	Stage two Exploration/Engagement	Stage Three Leader identified	Stage Four leader differentiated	Stage Five Generativity	Stage Six Integration /synthesis
Student Leader B1	√	√	√	√	√	√
Student Leader B2	√	√	√	√		
Student Leader B3	√	√	√	√		
Student Leader B4	√	√	√	√		
Student Leader B5	√	√	√	√	√	√
Student Leader L1	√	√	√	√		
Student Leader L2	√	√	√	√	√	√
Student Leader L3	√	√	√	√		
Student Leader L4	√	√	√	√	√	√
Student Leader L5	√	√	√	√	√	
Student Leader P1	√	√	√	√	√	√
Student Leader P2	√	√	√	√	√	√
Student Leader P3	√	√	√	√		
Student Leader P4	√	√	√	√		

Student Leader P5	√	√	√	√		
----------------------	---	---	---	---	--	--

4.3 Student Leaders' Leadership Skills

In this section we will discuss about the description of leadership skills possessed by OSIS members of three regions of Sukma Bangsa Schools. The categories of leadership skills will be explored based on the purpose of the formation OSIS that initiated by the government at the first place which were responsible, interactive, persuasive, creative, conflict solving, and decision making. The finding was showed that 14 of 15 student leaders felt that OSIS was helped them in discovering and developing leadership skills. Moreover, the result of this study was also showed the involvement in OSIS make student leaders skills of leadership was developed differently. There was no student leaders were dominant with one characteristic but not prominent on others. However, almost all of student leaders have experience regarding to all of these skills in different contexts and places.

Furthermore, most of student leaders claimed that all their leadership skills were only exist when they were in OSIS and school environment, while some were confessed that their leadership skills were appears outside of the school such as external organization, home and their social environment. Furthermore, student leader explained that since they involve in OSIS, they were more able to identify their character and personality (student leader B5). They also learned how to communicate differently between their peers and adults around them. Among their friend, they become the central of attention because they were attractive and have good personality. Emotional management and expressing opinion were also improved by contributing in OSIS. Moreover, student leader also described that they were better in managing their time and activity as well,

Become of top leader is not only responsibility that I hold, I am also the candidate of geography Olympic, which take much of my time. Therefore, due to deal with this issue I choose to make list, which will help me in my study and organization (student leader P3)

The detailed explanation about leadership skills of student leaders will be explained below

4.3.1 Responsible

Student leaders realized that once they involve in OSIS, they will have a bigger responsibility than student who were not. In addition, aside of their responsibility as member, such as executing the program that has been initiated, the responsibility that student leader consider as the important one

was being the role model for other students. One student leader stated:

There were many responsibilities that should be done as a student leader. However I should say that was the most important one is being the role model. For example when I asked my friend to be on time in praying or throwing the rubbish in the right place, I Realized that I should be the one who did that first, hence the would follow my work. In the opposite, if I did something bad, they would follow me as well (student leader P3).

The same point was also expressed by another student leader that stated that was important to be an example as well as being a student leader that must take responsibility for its members to constantly remind them to obey the rules.

Discussing about responsibility was about being a role model to my friend. That was important. Besides I also should be responsible to all of my members to always remind them to obey the rule, such as reminding those who did not pass the exams to study more; thus, they can pass it afterward. When there were events or OSIS activity took place, I should be able to be responsible of that also (student leader B1)

Indeed the level of responsibility that student leader have were different one another. There were some student leaders who were only able to be responsible for himself, while there were student leaders who could be responsible both to their unit members. However, there were also student leader who were not only able to be responsible and being role model for other students in school, but they also able to be responsible and being role model for people outside the school, such as their family.

When I was at home, I felt like I could guide my sister to do the right thing. For example, I was kind of humorous brothers who like to play around with my sister, but once she made a mistake I would be very serious in giving her advice. However, it was different compared to what I did before I participated in OSIS. I would just did not care if my sister did a mistake. I used to think that there were my mother and my father who will took care of that. But, I 17 years old now, and I think it is time to be a role model for my sister (student leader B5)

Based on the collected data, it was found that all of student leader identified as the responsible leader. That was noticeable by the clear explanation of their job description as student leaders as well as the example that given. Some of students confirm that OSIS made their skill of responsibility improve since they involve in OSIS. Some students' leader even showed that the scope of their responsibility was not only in the school and OSIS context, but also at home.

4.3.2 Interactive

One of common reason among student leader who joined OSIS is to master interpersonal skills and have many friends. They reveal that involved in OSIS will offer them opportunities to meet with many people not only in school, but also from outside of the school.

It was because I have got a lot of friends and experience by involving students in the organization, besides I could strengthen my leadership skills. Moreover, I also got many friends not only inside, but also outside of the school. I was very happy when we have time to catch up and saying hello to each other (student leader B2).

It was also admitted by another student leader who believes that OSIS was a place where he can communicate with many people and make him sensitive to the environment.

My basic reason of participating in student council, especially in human relations unit because I believe that was the way to be more engaged to my environment as well as I can communicate with many people. I do not want to be an ordinary student who spent all of their time in school without gaining any experience; therefore I chose to be here. Besides it was nice to have many friends and visiting many places (student leader P5)

Student leader also stated that participated in OSIS make them braver and confident to interact with anyone. They said that OSIS made them more sensitive about social conditions and make them aware how importance the social relationship is, as well as creating a comfortable environment in OSIS.

I felt that my involvement in OSIS was deepening my social sense. I became more emphatic. I also learned how to maintain good relationship with each other as well as how to collaborate with them. As top leader I also have to keep my entire members feel comfortable in this organization. This is kind of new knowledge for me (student leader L5).

In addition, student leader also describes the types of interactions have different after they joined OSIS. Most of them feel that joined OSIS make them more famous, has many friends and facilitate them in performing the duty as a member of student leaders. Their friends also more cooperative and respect to what they have said.

Since I became top leader, I felt that my friend more respect me now. For example, when I was still an ordinary student without any status in OSIS, every time I have passed in front of them, they will just did not care. In other cases, it

was also easier to ask them for help every time I need one. I remembered once I asked them to help me with the garbage that must be cleaned in dormitory's backyard, it was just some of my best friend who helped me, but it was changed when I became top leader. They were more helpful now (student leader P3).

However, not all the student leaders had the same experience as student leader P3, some of the student leaders feel that their interaction patterns changed since at OSIS. Some of her friends keeping distance from her because they think she was arrogant and not as nice as before.

In the beginning I joined OSIS they said that I changed. I was not someone they knew. I was not often smiling and make joke anymore. That was kind of pressure for me. I even cry in that time. Honestly, I had no idea what they talking about, but after that I do my best to keep smiling and be nice to everyone. I even do that more than usual (student leader P2)

As the common reason why student leader participate in OSIS, most of student leader perceived that their interaction or interpersonal skill was improved since they involving in OSIS. Not also became more interactive, student leaders also believed that participating in OSIS lead them to be more empathic and sensitive about their environment. However, there were student leaders who thought that OSIS create the distance between her and her friends.

4.3.3 Persuasive

Every student leader has different approach to persuade others. Some of them show that the skill was embedded on them long before their involvement in OSIS and OSIS help them to strengthen this skill.

I gain people trust first. Every time they trust me to do something I will never disappointed them. Hence, every time I ask them to do something or I have different way in finishing my task. In every matter, I am kind of people who will try to talk and give people understanding first. For example, in an OSIS event, my friends and I should decorate a room. In that time I have an idea how to decorate that room and I believe that will work out. However there were some friends who did not agree with my idea. So, what I did was make myself sure about that to afterward give my friends understanding by giving them a detail description about my idea, and ask them to imagine it (student leader L4).

Student leader also confessed that the way how they talk to people that they want to persuade also important. They needed to use gentle words and give them good reasoning, especially, when they needed to persuade elementary school students. While persuade student about their age, what

student leader need to do was give them several choices, which they could choose.

I used gentle words, which were possibly can touch their heart. In somehow it was like my congenital factors that I have for long. Sometimes I did not really know what kind of words that I spoke to them; it was like come out by itself. But, it works and they listen to me and did what I asked them to do. For example, when I asked elementary school students to wear shoes when they played, I should use gentle words and said that they needed to wear their shoes or else they will hurt their leg. However, when I need to persuade the students about my age, I could not push them. I need to give them choices and show that I understand their situation. For example, after lunch time the weather was hot and usually the student would ignore the tidiness of their uniform. When I face that kind of situation, I will told them if the weather was not hot anymore for you, please make up your uniform (student leader L2)

Nevertheless, some student leader opined that the gentle words would not help them to persuade their friend. They need to use their power or higher authority, such as teacher, principal or director in asking other students to do something.

It was just like I mention before, most of student here love to be noticed by the teacher. For the teacher, good students are those who have good attitude. So if I want to ask them to do something, it is better to tell them that teachers want them to do that. For example, when I need to recruit the member of language department, which basically not a favourite department, I have to convince them by bringing up my teacher name, said that it was the teachers' willing (student leader P2).

This skill did not found in all student leaders. There are eleven student leaders who admitted and have the apparent experience in persuading others. The way of how they persuade others was also different in one another. There were student leaders who believe that positive and gentle words will work to influence others to follow their words. In other hand, there were student leaders who have to use their power as student leader or higher authority figure to persuade others to follow something that they ask.

4.3.4 Creative

After finishing the research in three schools, we found typical finding in each location related to creative skill. Further exploration show that this skill related to the autonomy that given from the higher authority.

In somehow we feel like we were being limited by the teachers. Sometime

whatever we do was just not good enough. For example when we try our best to make a game for freshman orientation, but the teachers said that was too much and inappropriate, in fact we consider all of aspect to make that game appropriate (student leader P5).

In same location, one of student leader argued that she understand why the autonomy was not completely given to them. She realized that in somehow her friend and she were not experienced as their teacher; thus, it was better for them to just participate without conducting the event.

I think it is enough. For example when we have big event, I realize that may be teachers worry that those event will not be well-organized by us, considering that we are still young and did not have much experience. So, in that big event, we just participate, without dominantly handle it (student leader P2).

As mentioned before, this skill is closely related to the autonomy that given from higher authority. Student leaders from other location of research, who perceived that teacher give more autonomy for them as well as trusted them, would make them felt free to express themselves; thus, the big idea will be raised.

One of my ideas was initiating a reflection moment as a part of graduation run-down. At the first time, it seems like impossible idea and took it for granted, but after convincing all of students and teacher, they were interesting and finally agreed with that idea. I even more satisfied when that idea was worked out and reach big success. Most of graduation, especially students, was touched by that moment and they cried while saw their memoriam video (student leader L5)

In creative skill they can prove it if the authority and trust give to them, they can be more creative with the task what have been their responsibility and can work well and can solve the problem in creative way.

4.3.5 Conflict Solving

Usually, the conflict which solved by student leader were came from their friends. Many student leaders explained that they had experience in solving their friend problem, such as peer conflict. They are my best friend, there are four of us. At the first, they were misunderstanding about something and afterward they had argumentation. Since that they were mad at each other.

I could not take that. So, at one night I invite them with some snack and asked them to talk to each other. What I did was listening without judging them. At the end we cried together and they were good again (student leader P2).

Beside of solving their peer conflict, there are also student leader who succeed in solving her sister problem with her peers.

Once, I ever solved my young sister problem with her friend. I did not know, my friend always say that I kind of motherly girl, while I did not think so. May be I am just know how to guide people solve their problem. What I did knowing what the problem is and try to find kind of win-win solution of that problem (student leader L2).

In addition, there was also student leader who could solve the inter-classroom problem.

IPA (Natural science) students are kind of high-pride students, while IPS (social science) students are more open. So, when they clash, like when IPA students are mad of IPS students, I tried to calm it down by approaching IPS students and distract them. In the last, what I do was trying to give explanation and persuaded some students of IPA that I knew would spread what I told them. And eventually, their conflict was over (student leader L5).

They can be conflict solver in people around them and groups related to them, but it can be developed for their future live.

4.3.6 Decision Making

In line with another skill, student leaders also show different level in mastering this skill. It was even quite hard to find this skill on them. Moreover, there was student leader who clearly admit that he had difficulty in making decision.

I am kind of people who are not easy in deciding something. I will need many encouragements every time I need to do that (student leader L4).

Some of student leader explain that the decision that made by them was not really affected many thing, it was only internal OSIS matter, such as selected their members who will be in charge in some event.

Mostly was when we needed to form a team for an event. Sometime it would not run easy, we need to be very careful in deciding who is suitable to be in charged. It would be easy if we have much time to do that, but sometime we have to do that in very limited minute (student leader B5).

However, there was student leader admitted that he was ever should make big decision that not

only risky for himself, but also many people.

We need to make an even in that time. As I remember, we did not have much time, everything should be done immediately. But, the ceremonial run-down as the guide of our works did not approve yet by the teachers who assigned in that event. So, I forced the sudden meeting with my entire member and told them what we should do next without the confirmation of the teacher yet. After our meeting, I went to teacher office and told them what we have done. Fortunately, they agree with us (student leader L5).

This was the most difficult-identified skill that showed by student leaders. There were seven student leaders who identified as good decision maker who give the clear experience about the decision the ever made. In addition, all of the decision that made by the student leaders were regarding to school and OSIS context.

4.4 Student Leaders' Reflections

One of the impacts that we want to explore from student leaders during their involvement in OSIS was their reflection about their involvement. Moreover, we want to know how OSIS influence them and help them to become the leader that they are today. There are six aspects that explore their reflection, which are their perception about leader, motivation they join OSIS, how OSIS change them, their statement as leader and how they see themselves as leader. All of the criteria will be explained below.

4.4.1 The perception about leader

All student leaders described the description of leader in various ways. Most of them believe that responsibility is something that cannot be separate from a leader. Management skill in ordering something also described as important point that leader should have.

Leader is those who have full responsibility to managing and running the duty that embed on them (student leader L1).

Despite of responsible and management skill, student leaders also perceived that the ability to make all of their members mingle in organization to obtain the similar objective also require for a leader. Become a role model and able to persuade others also needed as part of leader.

In my opinion, leader is not only about someone who give instruction to his/ her member, but leader is those who can put people together and make them to work together to achieve the same goal. Leaders are also able to persuade their member to do something as well as become role model for their member (student

leader L3).

Other descriptions that identified leader as someone who are straight as well as should be experienced and knowledgeable are also expressed by student leader.

Leaders should be someone who straight and firm as well as becoming complement that can complete what is less in his group or organization. Leader must be someone who had experience and knowledge about leadership (student leader P1)

However, there was student leader who explain the definition of leader in simple way as he position himself in leadership position. He stated that leader was someone who able to be agent of change. Moreover, leader must be someone who has ability to guide their friends to be good people in the society.

Become a leader mean that s/he capable in leading his/her friend to be in the right path. S/he also able to change his/her friend to be good people and open minded about leadership and organization (student leader B5)

Based on the answer that given by students leaders, there are gradation in one way to another in perceiving who and what is the leader based on their perception. According to student leader answer, responsible, well-managed, straight, persuasive, experienced and knowledgeable are the trait that should be owned by a leader. In addition, becoming role model, agent of change, having ability to create the sense of belongingness as well as ability to guide their friends to be good people was also the characteristics that leader should have.

4.4.2 I am a Leader

Determining and justifying whether they were a leader or not was quite difficult for student leader. They need sometimes to afterward answering this question. One of student leader explained that stating whether he is a leader or not was hesitated due to many perceptions he received from people around him. He opined that his friends agreed that he is a leader. However, different perception was expressed from his parent who uncertain about his role as student leader at school.

Actually, I doubt it. I think my leadership skill was not complete yet. I have been top leader in junior high school, and most of my friend told me that I am a responsible student and they trust me to lead them. But my father took the leader position that put on me for granted. When he knew I join student organization, he wondering how can I am becoming a student leader considering that I am not even good in taking care of myself (student leader B2)

In other hand, some student leaders are highly certain that they are leader now. That thought was

appears after they look back to the old them who were very different to they are today. Being trusted and holding many responsibilities lead them to think that they are leader.

If I compared to my old self, when I was not in leader position, I will say yes, I believe I am a leader. I am much different now. Due to be trusted, there many responsibilities that I should be held now. Moreover, I also need to obey the rules and never break one. I have to be different from those who are not in leader position (student leader P4)

Other perceptions about being leaders were also stated through different perspective. Since being leader has its own level, student leader perceive that they were a leader who able to lead those who are not in leader position or not as OSIS member.

I perceive myself as a leader, since leadership has its own level. For example, there is top student leader who have us a s/he member. Next to top student leader, there are us who have to be role model for those who are not in leader position. Thus, indirectly we are also the leaders who are assigned by the school to be modelled for other students (student leader L2).

Furthermore, considering that she was not complete her leadership skill, make one of the student leader believe that she was not a good leader. Having difficulty in trusting others and hard to make many people working together were issues that did not make her as leader.

I do not think that I have a complete criterion to be a leader. I am still difficult in trusting people. I have bad habit by expecting the worse possibility will come first rather than the good one. If someone needs idea of something, I am the best person to ask for, but to put many people together in achieving something was not easy for me. I am kind of over thinking person (student leader L3)

Stating whether there were leader or not was difficult for student leader. For some student leaders, the evaluation about themselves as leader was obtained by the perception of the people surround them, such as parents or their friends. For some student leaders, they believe that they are leaders at some level. However, there was also student leader who still unsure about her status as leader due to her uncompleted leadership skill that difficult to trust in others.

4.4.3 How Student Leaders See Themselves as Leader

Reflecting how they see themselves as leaders was easier for student leaders than justifying whether they are a leader or not. After involving in OSIS they described how leadership skill that they learned creates them as leader. The thinking that they need to learn more were mostly delivered by student leaders. They believe that to be an excellent leader, they need to attempt their best to keep

improving their strength and overcome with their weakness.

I am a leader who is still need to learn from others to be more mature and perfect leader. I hope I can handle my weakness and strengthen my strength to be better and more beneficial for others (student leader L2).

They reflect themselves as a leader through many aspects, one of them was by looking at how their members are developed. They believe that creating teamwork among their members was one of the indicators that determine them as a success leader.

As a top leader, I see how I am as leader from my member view of point. I can see that they are solid in everything that we are doing. I am thankful that my vice figure as someone who easily put people together, help me very much in my duty. So, I think as a leader I succeed (student leader B1).

There are also student leaders who perceive that they were growing up as a leader and change overtime. They also believe that becoming a role model for their junior was kind of achievement for them.

As I mention before, I have been in OSIS since in junior high. When I was there, there were teachers who help us much in finishing some program or activity. In senior high, I am growing up more as a leader. Indeed, it still not making me becomes a perfect leader; I have to learn more. However, at least now I can be role model for my junior, and that is kind of achievement for me (student leader B2).

There was also leader who sees himself as a committed person who will take over someone's duty as long as the work of organization was done.

I am kind of leader who do not speak much. I am also serious in doing my job and sometime it is fine for me to do someone else duty, as long as our work is done (student leader B5).

There is a leader who stated that in the end of his duty as top leader, he became anxious in case his junior unable to continue his and his member work. By thinking of that, he increases his focus on helping his junior to continue OSIS.

I am kind of over-worried leader. Now, in the end of my duty, I worry about how this organization will succeed in the future. I am afraid, what if it will chaos. That is kind of thinking often across my mind. Therefore, I do my best to mentor my junior now; hence they will be able to handle this organization (student leader L4).

In conclusion, student leaders perceive themselves as leader in different way. Mostly, they believe that they kind of leader, who needs to learn more about organization, keep improving their strength, overcome with their weakness and keep creating a good teamwork. Furthermore, there were some student leader consider that they become role model since they were trusted to involve in OSIS. For instances, there were student leaders who believe that he was kind of serious person who did not mind to replace his member duty in order to achieve the goal of organization, and there were also students who were anxious about the future of organization after he left.

5 Discussion and Implications

This research was aimed to understand how the impact of OSIS toward students leaders' leadership skill. Additionally, this study was also done to explore how leadership identity of student leaders develop based on the lens of leadership identity development (LID) model. In this last chapter, the discussion, implication, future research as well as conclusion will be offered. The discussion part will narrow the finding and its relation to the previous studies. In the implication part, we will focus on the influence of the research related to the theories, methodology and practice. Our idea about the suggested research in the future in order to enhance this research topic will be covered as future research part. The conclusion of this research will be presented as the last part.

5.1 Discussion

5.1.1 Leadership Identity Development

Exploring the development of leadership identity embedded in OSIS members who have a position as student leader using leadership identity development (LID) model can be done, due to student leaders in OSIS showed results in accordance with the theory of LID models. Moreover, all of indicators in the stage of LID model can be identified in student leader activities in OSIS. However, general result showed that not all of student leaders reached all of the stage of LID and has leadership identity consistently; there were only several of them who did. Moreover, it is this happening because various factors in OSIS for example the influence of adults in OSIS, support of parents in providing reinforcement at home, students who joined OSIS currently do not have another organization after involved in OSIS to develop their capacity in leadership, lack of interaction with other institutions, lack of interaction with advisor, and stigma in the community who consider student in senior high school level still cannot be considered as someone who merit to be given big responsibility.

In OSIS leadership develops through activities that have been charged to student leaders. They can develop leadership skill through discussions and direct cooperation with OSIS activity they conduct such as even organizer and the responsibility related to OSIS activity at school as well.

The stages of LID very visible to the student leader who joined OSIS although it is not specifics were mentioned in the theory of LID. The third stage which called leaderships identified and stage fourth, leadership differentiated, was strongly identified on student leaders. This finding was in line with the previous theory that stated that these two stages were the most identified on student in college (Komves, et al., 2006). Considering that LID theory can be applied at the level of senior high school; it has denied previous theory that mentioned this LID model was only suitable to be applied in college level (Komives, et al., 2009). We believe this is possible because student organization in Indonesia in secondary level (OSIS) is very complex, which include political education, leadership management, communication, creativity skill, etc. Additionally, OSIS runs as a place for students to learn independently to manage event organizers, communication, lobbying, and political education at first time at the school level so that the level of maturity of thought and leadership has been very noticeable.

Awareness is the first stage of LID model. All of student leaders had through this stage perfectly because they can be the clearly stated definition of leadership and also can mention leadership figures. They mentioned figures close to them and also mention figures that are far from their environment, for example, the leadership of foreign countries. They realize it firmly on the existence of leaders around them because, for them, someone who has the duty and authority is a leader, the first stage it could pass well by a student leader who involved in OSIS. It was confirmed the theory that stated in this stage the student leader was aware that leadership was happened somewhere and out there, whether it was closed to or far from them (Komives, et al., 2006). In the second stage, which called exploration/engagement, student leaders also pass this stage well. They already have a duty and responsibility to conducting their task well, but the role of adults who should appear at this stage is very rare happening, students only encouraging by OSIS advisor. Ideally, teachers at this stage should be able to emerge as adult involvement. Moreover, in this stage student leader requires the strengthening and recognition of what they have been done by adults. However, there are any some teachers' appreciate what have been done by a student leader. This teacher usually who cares what have been done by a student leader and directly involved in the OSIS activities. Although sometimes there were adults help student leaders improve their leadership capacities, most of time student leaders continue to develop their leadership capacities by themselves and their own efforts.

In the third stage, leadership identified, all of student leaders already had passed this stage and they dominate mastered all of the criteria which mentioned by LID model. For example, in this stage, student leaders already realized what their position and responsibility in organization. They also able to work in a group and understand that as top leader or leader of their unit they have full

responsibility to assure that the work should be done. This is clarified what stated in the theory that student leader able to identify their role as leader and the role of their follower (Komives, et al., 2006). Stage four, which called as leaderships differentiated, was strongly identified in student leaders as well. They already fulfilled all the existing criteria of this stage. A student leader at this stage already has a role as a facilitator between their friends, can work in a team and understand that leadership is a group process and they could not work without others. This finding confirmed what stated in theory that student leader in this stage understand leadership as group-shared process, which need all of member to achieve the group goal (Komives, et al., 2006).

The stage five, generativity, was the stage that could not be pass perfectly by student leaders, there were only several students that consistently had the criteria of this stage. This finding was caused by various factors such as the previously mentioned that parent involvement and also adult influence were least in student leaders' leadership identity development. The last stage was integration/synthesis. Similar to fifth stage, this stage was also can be reached only by several student leaders, while for others it had not been consistent and remains weak. This condition was happening because there is no place for student leaders to participate in the community and the larger organization. It was also influenced by the cultural stigma and community as well as the lack of trust do to the consideration that OSIS members are still young and not able to hold the big responsibility. However, for some student leaders who independently already involved in other organization and community showed that the as leader their focus was to give many benefit for other, even when they were not in position as OSIS member. This finding was confirmed the existed theory that claimed in this stage student leader did not matter what their position in organization. Moreover, they internalized that leader was their identity, hence the do not need a position to act as leader (Komives, et al., 2006).

5.1.2 Student Leaders' Leadership Skills and Reflection

Regarding to student leaders' leadership skill, this study found that student organization in Sukma Bangsa Schools (OSIS) help student leaders create and improve their leadership skills, which were responsible, interactive, persuasive, creative, conflict solving, and decision making skills. This result confirmed the studies before that already done in this field which were done by Umar (2014) and Anggara (2015). Furthermore, for some student leaders, who joined OSIS for the first time during their senior high school, perceived that OSIS helped them created their leadership skills, such as make them more responsible, communicative and good in managing their activity. While for those who involved in OSIS more than once, who began since junior high school, participating in

OSIS during their senior high school was improving their leadership skills that already exist in them; they were become more creative, initiative, and persuasive. By this result, it also confirmed what stated by government that OSIS was established to assist student to have leadership capacity in school level in order to prepare them to be a good citizenship society. As stated in written Education and Culture Ministry policy No. 39 year 2008, organization and extracurricular at school was supposed to be the place where student learned how to be a good human-being who can actualize and optimize their capability as well as help them to have matured personality.

However, the leadership skills that develop in every student leaders were different in one another. Some of them showed that their leadership skill was well-applied when they were in school context while some of them confessed that their leadership skills were raises when they were in family and other community context. This fact was related to the duration of student leaders' involvement in OSIS as well as how student leaders internalize in reflect OSIS as the part of their learning process. This finding verified the study that performed by Morgeson and DeRue in (Day, Gronn and Salas, 2006), which stated that duration was one of the indicator in team-based leadership. Moreover, the study above also clarify that the way how leaders implicate their behaviour, cognition and affection during their involvement in organization will influence their ability in leading the organization (Day, Gronn and Salas, 2006).

The result was also showed that each region of Sukma Bangsa Schools had typical leadership skill of their student leaders, especially in creativity. Finding showed that this issue was closely related to student leaders' perception about the autonomy that higher authority gave to them. They confessed that being limited by teacher and advisor while they wanted to execute an activity or event will limit their creativity as well. Contrarily, being trusted by adults and significant persons around them will help student leaders optimize their capability and improving their leadership skill. This finding in line with the result of study, which complete by Irawan (2011) that found that involving in OSIS make student leaders feel trusted and afterward lead them to be role model as well as improving their leadership talent.

As stated by Miller (2012), self-reflection is the key of effective leadership, this study also try to find how the impact of student leaders' involvement in OSIS through student leaders reflection. There were several aspects we explored, which were their perception their perception about leader, their statement as leader and how they see themselves as leader. The result showed even though student leaders reflected their involvement in OSIS differently, almost all of student leaders admitted that OSIS give positive impact on them, not only in school but also when they were in home and in other community or organization they joined. Moreover, their reflection also show that most of student leaders also see themselves as a leader who still need to learn more about

leadership.

5.2 Implications

This research indicates that leadership identity development model (LID) can be applied in school level by identifying that all of student leaders reached stage 4 and some of them even able to reach stage five and six. In addition, this research was also confirmed that OSIS as student organization in school level can promote student leaders' leadership skills. There are three kinds of implication that suggested: theoretical, methodological and practical. Theoretical implication of this research was enhanced the previous theory that already existed, which stated

...The reader should note that this study of college students retrospectively focused on their life journey prior to college and into their college years. The model may be transferrable to others in this college context, but does not address the continued evolution of leadership post-college nor does it address the experience of non-college people...

Indirectly, the quotation above implies that junior high school student was inappropriate to be examined by this LID model; instead this research was claimed that this model was suitable to be applied in school level, especially senior high.

Related to methodological implication, there was two issues appears in this research. Firstly was regarding to data collection methods. We considered unstructured interview is more appropriate to be conducted in this research rather than structured interview. This thought was based on the leadership identity development that we have to cover, using unstructured interview will be more helpful to observe and understand the phenomena and developmental of student leaders' leadership identity. The lack of observation method in this research was another methodological implication of this research. We believe by conducting observation method, especially in extensive duration will be useful to obtain the sophisticated and valid data. The second issue was related to research participant. We considered the number of participant was too large and uncompleted due to we supposed to interview parent as well as additional data beside of OSIS advisor.

Regarding to practical implications, three issues will appear here. The first issue is related to adult involvement. OSIS is a beneficial organization that should be supported by adult and significant person, such us parents, all teacher and adult figure in society. They need to encourage the student who involve in OSIS, whether it is through moral or material support. Moreover, judging and underestimating OSIS member will give bad impact and very harmful action for self-concept, self-esteem and members' identity as leader. The second was the empowerment of OSIS

member, especially student member. Based on the finding, it was conclude that student leaders already has commitment and skill as leader at school, we believe that empowering them such as organizing the training and seminar will be very helpful to sharpen the skills they have. Additionally, help them to be connected with inter-organization that exist outside the school also important to help student leaders have advanced and different perspective about leadership and organization. The third issued was regarding to trust and respect OSIS member should had as leader at school. As student representative they need to be autonomous to handle OSIS activity without excessive intervention from the school.

5.3 Future Research

There are three topic should be done as future research in this field study. The first is applying leadership identity development (LID) model in western school. As far as this research was performed, there were none of research that published regarding to LID model with western senior high schools students as participant. Due to this research used private school to gather the data, performing this research in public school will be the second recommendation for future research. The last is related to age-based leadership development. Although the grounded theory of this study, which done by Komives, et al (2005), clearly mention that this study was not the age-based developmental, we still expect that in the future the research about age-based developmental of leadership identity will be conducted, hence we will have the age estimation of every stage of LID model.

5.4 Conclusion

To conclude, this research was performed in order to answer two research questions. The first was related to how OSIS impact the leadership skill of student leaders, while the second related to in what stage of leadership identity development (LID) model were student leaders in, and how the process in each stages were happened. This research was clearly proposed to student leaders, those who have position as leader (top leader, vice top leader, secretary, and unit leaders) in OSIS. Moreover, what we try to study was the perception of student leaders toward OSIS as a place, which help them to learn about leadership knowledge and skill as well as how their involvement in OSIS develop their leadership identity. Determining in what stage of LID model student leaders existed was the main part of this research. Additionally, as another indicator how OSIS impact student leaders as the whole context, the reflection of students leader was also part that will be offered in

this research.

As we know student organization in general, or in this study OSIS in particular, is supposed to be the place where its members learn about leadership knowledge and skill. As the purpose of government, there are several skills should be mastered by student leaders who participated in OSIS including responsible, interactive, persuasive, creative, conflict solving, and decision making skills. Furthermore, the effective implementation of OSIS will be indicated if these skills were observable in its member. After performing this current research, it can be concluded that all of these skills were exist in research participants, or we called it as student leaders. Although developing in different level and way in one another, a year in OSIS raises and improves all of these skills on them.

In the higher level of mastering leadership skills, student leaders' involvement in OSIS should be one of the ways to construct their leadership identity. In other word, leader position that embed on student leaders while they were in OSIS must become their identity; thus, they remain believe they are leader even when they are not in leader position. As the result of this research, not all of student leader reached sixth stage and consistently perceived leader as their identity. According to LID model, it means that not all of student leader could reach the sixth stage of LID; they were consistently showed that the highest stage of their leadership identity development was fourth, which was called as leader identified.

In student leaders' reflections part, we could see that overall OSIS has positive impact for student leaders. For some student leaders, involving in OSIS was another effort to improve their leadership capability that they already have before, for example those who had been in OSIS since their junior high school. In other hand, become a part of OSIS was highly meaningful for some student leaders, OSIS change their life. Became an OSIS member, especially student leaders was more than holding a role or position, instead that was meant that they were respected and trusted as human being. For these types of student leaders, respect and trust were precious things that difficult to be gained. Therefore, as the first formal organization for students to learn about leadership at school level, we could say that OSIS give positive impact in developing leadership capability on it member, especially student leaders.

References

- Anggara, R., Y. (2015). Pengaruh kegiatan organisasi siswa intra sekolah (OSIS) terhadap perkembangan komunikasi interpersonal peserta didik di SMK 17 Pare tahun ajaran 2014/2015. *Artikel Skripsi Universitas Nusantara PGRI Kediri*.
- Apriani, M. (2014). Upaya meningkatkan sikap kepemimpinan pengurus OSIS melalui sosiodrama. *PSIKOPEDAGOGIA Jurnal Bimbingan dan Konseling*, 3(1), 38-49.
- Ary, D., Jacobs, L. C., Sorensen, C. K., & Walker, D. (2013). *Introduction to research in education*. Cengage Learning.
- Astin, A. W. & Sax, L. J. (1998). How undergraduates are affected by service participation. *Journal of College Student Development*, 39.
- Beatty, C. C. (2014). Exploring the leadership identity development of students of color at a selective liberal arts college. *Graduate Theses and Dissertation of Iowa State University*. Retrieved from <http://lib.dr.iastate.edu/cgi/viewcontent.cgi?article=5057&context=etd>
- Baughman, K. N., & Bruce, J. (2011). The unique leadership needs of minority student populations: Crafting a leadership identity. *Journal of Leadership Education*, 10(2), 97-115. Retrieved from <https://nclp.umd.edu/include/pdfs/lidjcsd1105.pdf>
- Dahlgren, G. M. (2013). Advising student organizations: a literature review and recommendations for future research. *Journal of the Indiana University Student Personnel Association*, 3.
- Day, D. V., Gronn, P., & Salas, E. (2006). Leadership in team-based organizations: On the threshold of a new era. *The Leadership Quarterly*, 17(3), 211-216.

- Dugan, J. P., & Komives, S. R. (2007). Developing leadership capacity in college students. *College Park, Md.: National Clearinghouse for Leadership Programs Retrieved June, 21, 2012.*
Retrieved from <http://mslreviewteam.wiki.usfca.edu/file/view/MSLReport+06.pdf>
- Erikson, E. (1968). *Identity: Youth and crisis*. New York: W. W. Norton & Co.
- Strauss, A., & Corbin, J. (1990). *Basics of qualitative research* (Vol. 15). Newbury Park, CA: Sage.
- Irawan, S. (2011). Pengembangan bakat kepemimpinan siswa melalui kegiatan OSIS di SMA N 4 Depok. Retrieved from
https://scholar.google.fi/scholar?q=irawan+2011+osis&btnG=&hl=id&as_sdt=0%2C5
- Komives, S. R., Owen, J. E., Longerbeam, S. D., Mainella, F. C., & Osteen, L. (2005). Developing a leadership identity: A grounded theory. *Journal of College Student Development*, 46(6), 593-611.
- Komives, S. R., Owen, J. E., Longerbeam, S. D., Mainella, F., & Osteen, L. (2006). A leadership identity development model: application from a grounded theory. *Journal of College Student Development*, 47.
- Komives, S. R., Longerbeam, S. D., Mainella, F., Osteen, L., Owen, J. E., & Wagner, W. (2009). Leadership identity development: Challenges in applying a developmental model. *Journal of Leadership Education*, 8(1), 11-47.
- Miller (2012). Self-reflection: the key to effective leadership. *Selected Word*.
- Leithwood, K., Louis, K., Anderson, S., & Wahlstrom, K. (2004). How leadership influences student learning: A review of the evidence linking leadership to student learning. *New York: the Wallace Foundation*. Retrieved from
<https://scholar.google.fi/scholar?q=leithwood%2C+louis%2C+anderson%2C+wahlstrom%2>
- Lutfitasari, Y. (2009). *Pengaruh aktivitas dalam organisasi siswa intra sekolah (OSIS) dan kedisiplinan siswa terhadap prestasi belajar pengurus OSIS Periode 2008/2009 dalam mata pelajaran PKn di tingkat SMA-MA Se kecamatan Subah Kabupaten Batang* . Retrieved from

https://scholar.google.fi/scholar?q=lutfitasari+2009&btnG=&hl=id&as_sdt=0%2C5

McKenzie, B. L. (2015). *Leadership identity development in traditional-aged female undergraduate college students: A grounded theory study* (Doctoral dissertation, Kent State University).

Mackenzie, N. & Knipe, S. (2006). Research dilemmas: Paradigms, methods and methodology. *Issues in Educational Research*, 16. Retrieved from <http://www.iier.org.au/iier16/mackenzie.html>

Odom, S. F., Boyd, B. L., & Williams, J. (2012). Impact of personal growth projects on leadership identity development. *Journal of Leadership Education*, 11(1), 49-63.

Peraturan menteri pendidikan dan kebudayaan republik Indonesia Nomor 62 Tahun 2014 tentang kegiatan ekstrakurikuler pada pendidikan dasar dan pendidikan menengah: Permendikbud 2014

Renn, K. A., & Bilodeau, B. L. (2005). Leadership identity development among lesbian, gay, bisexual, and transgender student leaders. *NASPA Journal*, 42(3), 342-367.

Sacks, R. E. (2009). *Natural born leaders an exploration of leadership development in children and adolescents* (Doctoral dissertation, University of Toronto). Retrieved from <https://scholar.google.fi/scholar>

Sorensen, J.T., McKim, A. J., & Velez, J. J. Leadership identity development through an interdisciplinary leadership minor. *Journal of Leadership Education*.

Umar, A. (2014). Attitude through leadership development activities student council student SMP Bakti Mulya 400 Jakarta. *Thesis of Faculty of Education UIN Syarif Hidayatullah*. Retrieved from <http://repository.uinjkt.ac.id/dspace/bitstream/123456789/24789/1/Ali%20Umar.pdf>

Wender, L. (2011). Organizational learning in student organizations: discovering how to grow and develop. *Thesis of Organizational Studies Program Univerity of Michigan*. Retrived from <https://lsa.umich.edu/content/dam/orgstudies>

Yukl, G. (2001). Leadership in organizations. Englewood Cliffs, New Jersey: Prentice-Hall.

Appendix 1

INFORMED CONSENT

Dear Participants,

You are being asked to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please read the following information carefully. Please ask the researchers if there is anything that is not clear or if you need more information.

Principal Investigators

Dian Ferdiansyah
Master Student
University of Tampere,
School of Education

Email: dianferdiansyah56@yahoo.com

Tel. +62 852 60396769

Hijriati Meutia

Master Student

University of Tampere,

School of Education

Email: 09.017hm@gmail.com

Tel. +62 85371288591

Research topic and short description of the research

Topic: The Role of Student Organization in Constructing Students' Leadership Identity: a Leadership Identity Development (LID) Model Study. This research purpose to explore how student organization helps students to construct their leadership identity and how the process occur base on six stages that described in leadership identity development model.

Description of participants

The selection and recruitment of participants are based on the particular criteria. The participants that require to this research is students who involve in student organization. The data collection includes interviews and reflective journal from students.

Confidentiality

Your responses and comments to this interview will be anonymous. Every effort will be made by the researchers to preserve your confidentiality including the following:

1. Assigning code names that will be used on all research notes and documents.
2. Keeping notes, interview transcriptions, and any other identifying participant information in the personal possession of the researchers.

Participant data will be kept confidential except in cases where the researchers are legally obligated to report specific incidents. These incidents include, but my not be limited to, incidents of abuse and suicide risk.

Contact Information

If you have questions at any time about this study, or you experience adverse effects as the result of participating in this study, you may contact the researchers whose contact information is provided on the first page. If you have questions regarding your rights as a research participant, or

if problems arise which you do not feel you can discuss with the Primary Investigators, please contact the supervisors of this research project. Also, you may refer to *Ethical guidelines* in the University of Tampere: <http://www.uta.fi/english/research/ethics/guidelines/index.html>

Supervisors of the research project and the contact information

EeroRopo	PekkaRäihä
Professor of Education,	University Lecturer
Head of the Commissioned MA Program	University of Tampere
University of Tampere,	School of Education
School of Education	Email: pekka.raiha@uta.fi
Email: eero.ropo@uta.fi	Tel. +358 40 190 4172
Tel. +358 50 567 9838	

Voluntary Participation

Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researchers. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

Consent

I have read and I understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Participant's signature _____ Date _____

Investigators' signature _____ Date _____

Mailing address

School of Education
FI-33014 University of Tampere

Visiting address

Åkerlundinkatu 5

Tel +358 3 355 111

Fax +358 3 210 0006

edu.info@uta.fi

www.uta.fi/edu

Appendix 2

THE ROLE OF STUDENT ORGANIZATION IN CONSTRUCTING ALUMNI LEADERSHIP IDENTITY: A LEADERSHIP IDENTITY DEVELOPMENT (LID) MODEL STUDY

Interview Protocol

Thank you for agreeing to participate in this study. Your feedback will provide invaluable insight in meeting the future needs of other student organization and leadership identity development model study. Prior to participating in your interview, please take a few minutes to complete the following background information and submit to the researchers.

Demographic

1. Age: _____
2. Gender Identification: _____
3. Organizational position: _____
4. Please list the student organizations you involved and if you held a leadership position:

THE ROLE OF STUDENT ORGANIZATION IN CONSTRUCTING ALUMNI LEADERSHIP IDENTITY: A LEADERSHIP IDENTITY DEVELOPMENT (LID) MODEL STUDY

Research Question

1. To what extent did student organizations at school construct students' leadership identity?
2. How did the process of leadership identity development model occur in constructing alumni leadership identity?

Session 1: Leadership in general

- What is a leader?
- Who is your favorite leader? Why?
- Are leaders born with the innate talent to lead, or can these talents be acquired
- Are there certain qualities that a leader must have in order to be successful? If so, what are they?
- How important of a role does leadership play in your life?
- Do you consider yourself a leader? Why or why not?

Session2: Involving in Student Organization

- Why do you join into student organization? What motivation do you have?
- What kind of criteria that students should have to join student organization in this school?
- What kind of responsibility that you have by holding your position?
- Have you make some activity or event when you in student organization?
- What is important thing that you should have in working in team?
- Relate to work in an event, what kind of criteria should member have in teamwork?
- How do teachers give autonomy to you and how you feel about that?

- Do you have any difficulties/pressure in student organization?
- How does student organization impact your life? School and personal.
- How do you manage your time between school and organization?
- Is anything changes after involving in student organization? How did it change you?
- Does involving in student organization construct your character as a leader?

Session 3: Leadership Identity

- What are your strengths and weaknesses?
- Can your society felt impact you're as a leader (in general)?
- How is your relationship with people around you?
- How do you take responsible if you make a mistake? (causing miscommunication for example)
- How you persuade other people to follow your words? How?
- What is your own effort to improve your leadership capacity?
- Have you give your idea in daily live (school or society)?
- How do you react to a problem? How you take action?
- Can you become conflict solver?
- How do you see yourself as a leader?
- Did you ever fail? How you overcome with that?
- Do you have any suggestion improving student organization?
- What is leadership identity?
- Are there any topics about leadership identity which we have not yet addressed that you would like to discuss?

REFLECTIVE JOURNAL

Please write an reflective essay relate to your experience during your involvement in students organization and how that experience impact your daily life. You can write everything in this paper without wondering anything, just like writing a diary.

[illegible]